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ABSTRACT

As part of an effort to determine causes for student attrition, Virginia's Patrick Henry Community College (PHCC) conducted a study of 327 students in credit English courses in fall 1993. Students were administered a modified version of the Community College Student Experiences Questionnaire, which included 16 additional questions developed by college faculty, administrators, and staff. The questionnaire focused on the effort made by students in their education and sought information related to student characteristics, courses taken, motivations for attending PHCC, the extent that they utilized academic and social services, impressions of the college, and the progress that they felt they had made toward goals. Study findings, based on 259 completed surveys, included the following: (1) 41% of respondents were 19 or younger, 62% were female, and 82% were white; (2) 80% were working at least part-time; (3) 60% cited preparing for transfer as their most important reason for attending PHCC; (4) 21% indicated that they had made "very much" improvement writing clearly and effectively; (5) when asked if they would attend PHCC if they were starting college again, 77% responded "yes" and 17% "maybe"; and (6) students quality of effort was determined to be highest for course learning, receiving a mean score of 25, and writing, receiving a mean of 22. The survey instrument and 28 tables of responses are appended. (HAA)

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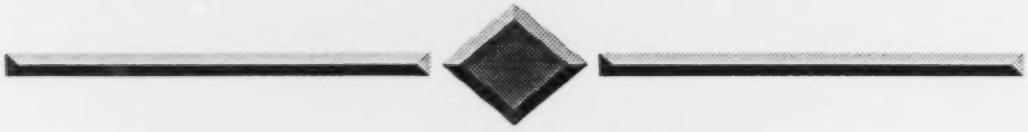

Perceived Academic and Social Gains Quality Efforts By Students A Student Retention Perspective

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Institutional Planning, Research, and Evaluation
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Introduction

A growing interest in studying student retention in Higher Education has emerged in the last decade (Tinto 1987, 1975; Pace, R., 1979; Pascarella & Terenzini, 1991; Noel Levitz, 1983; Astin, 1984, 1991; Anderson, E. 1983; and Cope, R., 1978). Tinto recognized the importance of the interactions that take place over time between students and the academic and social environment of the college. The majority of scholars in higher education believe that the decision to pursue the intended goal(s) at a particular college begins with the student's ability, interests, prior school experience, and family background that he or she brings to the college, and the student's expectations about what will be experienced in that college. Over time the student's interaction with college environment gives them a sense of belonging. Tinto (1987) claims that the academic and social integration of students with the college helps them to stay and pursue their goals. The motivation to persist towards successful completion of a degree in a college largely depends on the student's becoming involved in the academic and social life of the college. Therefore, the weaker the student's involvement in the academic and social life of a college, the greater the likelihood that the students will withdraw from school. Terenzini and Pascarella (1994), who have extensively written about the effects of college on students in the past two decades strongly believe that the individual student effort and involvement is a linchpin for college impact. Therefore, they suggest that the matter becomes how a campus can shape its intellectual and interpersonal environment in ways that do indeed encourage student involvement.

Retention or attrition depends mainly on the college's admission requirements. From national longitudinal studies of degree attainment, clearly institutions with selective, strict admissions requirements have much higher rates of retention and degree attainment. The retention rate in community colleges is considerably lower than the rate in other types of colleges. Reasons for students

leaving college vary widely and may be as difficult for an experienced counselor to interpret as it is for the student, without adequate longitudinal data and dialogue about the student's adjustment, involvement, and response to academic and social life at the college (Anderson, 1985). Community college students differ from students in four year colleges and research universities on many factors that research has shown to be important in retention. Community college students generally are older, attend part-time more often, do not reside on campus, have lower degree goals, have lower high school grades, have more modest financial resources, are employed for more hours, have more family responsibilities, have relatively little interaction with other students outside class, and are not strongly involved in campus activities (Baird, 1990). Although there are obvious reasons for those trends, the consequence is that community college students face many conditions that are not conducive to retention.

To examine the retention of the students at Patrick Henry Community College, the office of Institutional Planning, Research, and Assessment built a comprehensive multi-year longitudinal student database that incorporated both student records and student survey data. In July 1993 the office in Institutional Planning, Research, and Assessment completed a student retention study from the academic years of 1988 to 1993.

The complete design, literature review, research methodologies, data analysis, report results, conclusions, and suggestions are available in the office of Institutional Planning, Research, and Assessment. In order to diagnose further the causes of student retention problems and investigate the factors affecting the student departures, in October and November 1993 the IR office used the college student experiences questionnaire (PACE Instrument), which is primarily designed for administration in community college environment across the nation.

Methodology for Research

The rationale for administering PACE instrument was presented to the Arts & Science and ASET (Applied Science and Engineering Technology) divisions in their September meetings. It included the following points:

- The PACE instrument will enables understanding of the role of student's efforts in accounting for their academic and social gains while attending PHCC.
- This instrument measures students' gains in a number of areas and compares our students' gains in a number of areas and compares our students' responses to the national norms.
- Repeated measures will provide data to compare gains across time and will enable the college to cross-reference the assessment findings. This way individual gain as well as aggregate gain can be measured.

Both divisions approved the concept. Faculty, administrators, and staff were asked to submit additional questions. Questions were edited to remove duplicate ideas and to fit the survey. Edited questions were approved by the personnel who had submitted them and then sent to the president's council for input and approval on October 11, 1993. The President's Council modified and replaced a number of questions the final copy of the 16 additional questions is presented in Appendix I.

Administration of Instruments

It was decided to administer the survey only in credit-level English classes for the following reasons:

- English is a required subject in all majors with most students taking two courses. The 200-level English courses fulfill requirements in many majors as well.
- More sections of English are taught then almost any other subject across a wide range of times and locations. In Fall 1993 there were 26 sections of English courses taught at PHCC.

- Survey English classes would involve as large a number of students as it is possible to survey by discipline.
- Limiting the survey to one discipline would avoid duplication in the times a student would be exposed to the survey.
- The sample was narrowed to include 16 of the 26 English sections scheduled. The 16 classes were selected using the following criteria: information pertaining the selection of students, class schedules, time of administration of CCSEQ, and class sections is presented in Appendix II.
- Morning, mid-day, evening, off-campus, and Saturday sections needed to be represented.
- All offerings need to be represented.
- As many students as possible needed to be surveyed.

Target Population and Sample Selection

Three hundred and forty-four students were included in the original sample. One class of 17 students had completed their course work prior to the survey date and was no longer in session. This class was eliminated from the sample, thus narrowing the number to 327. Of this number, 259 completed surveys were returned. This is a 79 percent return rate which exceeds the standard set of 60 percent of students surveyed returning sample.

The Research Tool: The Community College Student Experiences Questionnaires(CCSEQ)

The idea behind this research tool is the concept of "Quality of Effort." All learning requires time and effort by the students. Pace (1979) and Astin (1984, 1991) argue the, what the students learn in college will depend to a considerable degree on the quality of effort they invest in their college experience. CCSEQ measures how much students capitalize on what the college offers regarding courses, library resources, writing, arts, science, faculty contacts, students

acquaintances, etc... Information regarding to the content of CCSEQ is presented in the following pages and are exerts from CCSEQ test manual. The content of the questionnaire focuses on four major issues:

1. Who are the students and why do they attend PHCC?
2. What do they do at the college, or more specifically, how extensively and productively do they use the academic and social environments the college provides?
3. What are some of their impressions about the college?
4. What progress/gains do they think they have made toward important goals?

Reliability Coefficients of CCSEQ for College Activity Scales

Coefficients of reliability are reported in Table 1 for each college activity scale. Using Cronbach's alpha as a measure of internal consistency, the coefficients ranged from .83 to .94. Each set of items appeared to measure a single construct. These coefficients indicate that each scale measures a specific Quality of Effort construct with a high degree of internal consistency, and that scores received on each of the scales should be stable from one administration of the CCSEQ to another.

Table 1.

College Activity Scales: Estimates of Reliability

Scale	Cronbach's α
Course Activities	.85
Library Activities	.87
Faculty	.86
Student Acquaintances	.89
Art, Music, and Theater	.83
Writing Activities	.87
Science Activities	.93
Vocational Skills	.94

Source: CCSEQ Test Manual and Comparative data (page 15).

Description of Items in CCSEQ:

The first sections of the CCSEQ contain items which provide information about the student demographics, college programs, and courses taken at the college. Each section is presented below with a description of the items in that section.

Background, Work, and Family

Items which address the following characteristics are contained in this section:

- age;
- gender;
- ethnicity;
- native language;
- time spent working on a job;
- the effect of job responsibilities on college work;
- the effect of family responsibilities on college work.

College Program

This section contains items related to the student's program at the college. The topics include:

- number of units taken during current term;
- total number of units taken at present college;
- meeting times of classes;
- grades at the college;
- number of hours spent studying;
- number of hours spent on campus (not in class);
- most important reason for attending college.

College Courses

The first part of this section contains a list of ten general education areas. Students are asked to indicate how many courses in each area they have taken. The areas include sciences, social sciences, fine arts, college math, English composition, humanities, foreign languages, speech and communications, computer science, and physical or health education.

In the second part of this section students are asked to respond "yes" or "no" to the following items:

- working for an AA or AS degree;
- working for a diploma or certificate;
- plan to transfer to a four-year college or university;
- currently enrolled in an occupational/vocational program.

In the last part of this section, students who are enrolled in an vocational program are asked to indicate which of seven categories best describes their occupational/technical program.

College Activities

This section contains 83 items which are grouped into 12 topics. The first groups of items produce not only information about individual activities, but also form eight Quality of Effort scales which give an indication of the amount of effort students put into each of those areas of their college experience. The scales will be described in detail later in this volume.

The titles of the groups of activity items are:

1. Course Activities;
2. Library Activities;
3. Faculty;
4. Student Acquaintances;
5. Art, Music, and Theater Activities;
6. Writing Activities;
7. Science Activities;
8. Vocational Skills;
9. Clubs and Organizations;
10. Athletic Activities;
11. Counseling and Career Planning;
12. Learning and Study Skills.

Each item represents a specific activity and the student is asked to report how often he/she has engaged in the activity during the current school year. Fro the first 10 groups of activity items, students answer by selecting one of the following categories: (1) never; (2) occasionally; (3) often, or (4) very often.

The last two groups of College Activities items (Counseling & Career Planning and Learning & Study Skills) have response formats different from the first ten groups of items. The Counseling and Career Planning items include seven

activities that student may engage in if they are at a stage where they are making vocational decisions. The students are instructed to answer either "yes" or "no" to each item. The Learning and Study Skills items are a list of nine skills, and students are asked to indicate whether they have received "none" "some" or "a lot" of instruction in each of these skills.

Estimate of Gains

In the Estimate of Gains section, students are asked to report how much they have gained or made progress toward a series of 23 important educational goals. These goals range from "acquiring knowledge and skills applicable to a specific job or type of work" to "writing clearly and effectively" to "becoming clearer about your own values and beliefs." Students indicated their progress toward each goal by selecting (1) none, (2) very little, (3) some, (4) quite a bit, or (5) very much.

College Environment

There are seven items in the College Environment section. The first asks if the student would choose to attend the same college again. The next five questions ask students to choose (1) all, (2) most, (3) some, or (4) few or none to indicate the degree to which they find that:

- students are friendly and supportive of each other;
- instructors are approachable, helpful, and supportive;
- courses are challenging, stimulating, and worthwhile;
- counselors, advisors, and support staff are helpful, considerate, and knowledgeable;
- the college is a stimulating and exciting place to be.

The final question asks if there are sufficient places to meet and study with other students.

Additional Questions:

Sixteen locally developed additional questions were also administered by this instrument. These questions were originally prepared and designed by faculty, and staff at PHCC and were approved by the President's Council to be administered along with the main questionnaires. The details for the design and approval of these questions will be explained in the section on Research Methodology later in this volume.

The Scales Quality of Effort:

Quality of Effort is defined as "the amount, scope, and quality of effort students put into taking advantage of the opportunities offered to them by the college." (Pace, 1984) This construct is measured in the CCSEQ by determining how often (during the current school year) students engage in a variety of activities related to the use of campus facilities (e.g., classrooms, libraries, science labs, art exhibits) and other opportunities to increase their academic and personal development.

The items which measure Quality of Effort are the College Activities items. They are grouped according to topic, and the first eight groups of items make up the eight Quality of Effort scales. Each scale is formed by adding the separate scores for each item in a group together in the following manner. If a student answer "never" to an item, he/she receives one point for that item. An answer of "occasionally" gets two points; "often" three points; and "very often" four points. The points for all items in a group are then added together, and result is a scale score for that item group. A list of the Quality of Effort scales is presented in Table 2. If any item within a scale is omitted by a student, then a scale score will not be computed for that student for that particular scale.

Since there are different numbers of items in the various Quality of Effort scales, the ranges of the scales differ. For example, the Course Activities scale is made up of 10 items, and the range for that scale is 10-40. To understand the range, imagine that if an individual answered "never to all 10 items, that person would receive one point for each item and have a total score of 10. On the other hand, if another person answered "very often" to all 10 items, he/she would receive four points for each items and have a total score of 40. Therefore, the extreme scores on a ten items scale are 10 and 40. Table 2 displays the number of items which make up each scale and the range for each scale.

Table 2

Quality of Effort Scales

Scale	Number of Items	Scale Range
Course Activities	10	10 - 40
Library Activities	7	7 - 28
Faculty	8	8 - 32
Student Acquaintances	6	6 - 24
Art, Music, and Theater	6	6 - 24
Writing Activities	8	8 - 32
Science Activities	9	9 - 36
Vocational Skills	7	7 - 28
Counseling and Career Planning	7	7 - 28

One advantage of having scale scores to represent the Quality of Effort students put into specific areas of their college experience is that the scale scores for groups of students can be added together and the means computed which will then represent the Quality of Effort of the group. The college experience can be

investigated for groups of students (by program, by gender, by ethnicity, by enrollment status, etc.) and efforts can be made to determine why some groups of students seem to be more involved than others. This can result in the improvement of delivery of services by the college.

The Satisfaction Scale

There are five items of the seven items in the College Environment section which, when added together form a scale which represents a student's perception of the college environment. The items involved are those which ask the student to rate the students, instructors, courses, support staff, and the college as a whole. The range of this scale is 5 - 25. A score of five represents a low degree of satisfaction, and a score of 25 represents a high degree of satisfaction. Using SPSS for personal computer we first recorded the five relevant variables to reverse the values. Then we computed a new variable called satisfaction scale. For more information on data management, data analysis, recording and computing new variable, see the documents in the office of Institutional Planning, Research, and Assessment.

Additional Questions for the Pace Instrument
Institutional Research and Planning
1993

1. By what method do yo think you learn best?
   a) Lecture
   b) Discussion
   c) Audio-visual
   d) Group problem solving
   e) Hands on experiences

2. How satisfied are you with the **variety of courses** offered at PHCC?
   a) Very well satisfied
   b) Well satisfied
   c) Satisfied
   d) Somewhat satisfied
   e) Not satisfied

3. In comparison to high school, the material covered in classes at PHCC is:
   a) Much more in depth
   b) Somewhat more in depth
   c) About the same depth as high school
   d) Less depth than high school
   e) Not applicable

4. How satisfied are you with the **financial aid opportunities** available at PHCC ?
   a) Very well satisfied
   b) Well satisfied
   c) Satisfied
   d) Somewhat satisfied
   e) Not satisfied

5. How satisfied are you with the **times** cc lasses are offered?
   a) Very well satisfied
   b) Well satisfied
   c) Satisfied
   d) Somewhat satisfied
   e) No opinion

6. How satisfied are you with the **classroom facilities** of the college?
   a) Very well satisfied
   b) Well satisfied
   c) Satisfied
   d) Somewhat satisfied
   e) No opinion

7. How satisfied are you with the **cleanliness** of the college?
   a) Very well satisfied
   b) Well satisfied
   c) Satisfied
   d) Somewhat satisfied
   e) Not satisfied

8. How satisfied are you with the **safety** of the campus environment?
   a) Very well satisfied
   b) Well satisfied
   c) Satisfied
   d) Somewhat satisfied
   e) Not satisfied

9. How satisfied are you that PHCC **personnel consider the needs of students**?
   a) Very well satisfied
   b) Well satisfied
   c) Satisfied
   d) Somewhat satisfied
   e) Not satisfied

10. Which of these courses have you completed?
   a) College Writing I
   b) College Writing II
   c) Communication Skills I
   d) Communication Skills II
   e) English or American Literature
   (You may fill in all that apply)

11. Which of the following methods helps you most to understand your writing assignments and to be able to complete them?
   a) A student or professional example
   b) A textbook or other written explanation
   c) The instructor's lecture
   d) A conference with the instructor
   e) Peer evaluation of your writing
   (You may fill in more than one.)

12. How well are your English classes preparing you for academic writing assignments in other classes?
   a) Very well
   b) Well
   c) Somewhat
   d) Have not prepared me
   e) I have little writing

13. How satisfied are you with the **quality of instruction** at PHCC?
   a) Very well satisfied
   b) Well satisfied
   c) Satisfied
   d) Somewhat satisfied
   e) Not satisfied

14. How satisfied are you with the **instructional materials** in your classes?
   a) Very well satisfied
   b) Well satisfied
   c) Satisfied
   d) Somewhat satisfied
   e) Not satisfied

15. How well do you understand your PHCC textbooks?
   a) Very well
   b) Well
   c) Smewhat
   d) Poorly
   e) Very poorly

16. How well satisfied are you with the **variety of activities offered outside the classroom**?
   a) Very well satisfied
   b) Well satisfied
   c) Satisfied
   d) Somewhat satisfied
   e) Not satisfied

Please use the back for additional comments you would like to make.

APPENDIX II

PHCC
Schedule of Classes

ADMINISTRATION OF PACE INSTRUMENT

Class Sections	Professor	Date for Completing Administration of Pace Instrument	Time of Administration of Pace Instruments		Building	Room	No. of Students	Comments
			Class Begins	Class Ends				
Eng.111-03	Goodhart	October 25, 1993	9 a.m.	9:50 a.m.	Administration	209	25	
Eng.111-04	Wade	October 25, 1993	10 a.m.	10:50 a.m.	Administration	209	29	
Eng.111-06	Wade	October 25, 1993	12 p.m.	12:50 p.m.	Administration	204	27	
Eng.137-02	Goodhart	October 25, 1993	12 p.m.	12:50 p.m.	Administration	209	17	
Eng.243-03	Wade	October 25, 1993	11 a.m.	11:50 a.m.	Administration	311	23	
Eng.137-61	Agnew	October 25, 1993	6 p.m.	9 p.m.	Franklin Co.	3014	12	
Eng.111-07	Wade	October 26, 1993	9:30 a.m.	10:45 a.m.	Administration	204	29	
Eng.111-08	Garrett	October 26, 1993	11 a.m.	12:15 p.m.	Administration	123	27	
Eng.137-01	Goodhart	October 26, 1993	11 a.m.	12:15 p.m.	Administration	209	12	
Eng.243-01	Garrett	October 26, 1993	8 a.m.	9:15 a.m.	Administration	123	26	
Eng.112-39	Wood	October 27, 1993	6 p.m.	8:50 p.m.	Administration	204	31	
Eng.241-39	Staples	October 27, 1993	6 p.m.	8:50 p.m.	Administration	123	29	
Eng.111-49	Pasley	October 21, 1993	6 p.m.	8:50 p.m.	Administration	204	19	
Eng.112-91	Zollars	October 22. 1993	6 p.m.	8:50 p.m.	Administration	123	11	
Eng.111-90	Pasley	October 23, 1993	9 a.m.	12 p.m.	Administration	123	17	Class completed prior to survey date
Eng.138-91	Smith	October 23, 1993	9 a.m.	12 p.m.	Administration	215	10	

Astin (1993) states that, participation in cultural awareness workshops is possitively associated with undergraduate retention (completion of the bachelor's degree) as well as with six different measures of satisfaction with various aspects of the undergraduate experience and six different measures of academic development (critical thinging, general knowledge, public speaking ability, listening ability, writing ability specaking ability, and preparation for graduate school). However, Astin (1993) indicates that participation in racial/cultural awareness workshops has negative effects on materialistic values and on two beliefs; that racial discrimination is no longer a problem and that the individual can do little to change society.[i]

Astin (1993) concludes that emphasizing diversity either as a matter of institutional policy or in faculty research and teaching, as well as providing students with curricular and extracurricular opportunities to confrom racial and multicultural issues, are all associated with widespread beneficial effects on a student's cognitive and affective development.[ii]

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[i] Astin, A.W., "What Matters In College?" *Four Critical Years Revisited*. Jossey-Bass., 1993.
[ii] Astin, A.W., "Diversity and Multicultrualism: How Are Students Affected?", *Change*, March/April 1993, pp. 44-49.

Table F1
Course Activities Items

Item	Mean	S.D.	Skewnesss	Kurtosis
CLASS1	2.66	0.77	0.35	-0.74
CLASS2	2.69	0.76	0.21	-0.67
CLASS3	2.86	0.78	-0.09	-0.66
CLASS4	2.53	0.79	0.32	-0.46
CLASS5	2.07	0.75	0.63	0.55
CLASS6	2.38	0.81	0.39	-0.29
CLASS7	2.22	0.88	0.34	-0.54
CLASS8	2.47	0.78	0.28	-0.34
CLASS9	2.34	0.74	0.32	-0.07
CLASS10	2.32	0.81	0.25	-0.36

Table F2
Library Activities Items

Item	Mean	S.D.	Skewness	Kurtosis
LIB1	2.31	0.97	0.34	-0.84
LIB2	1.99	0.89	0.65	-0.28
LIB3	1.73	0.92	1.01	-0.08
LIB4	2.21	0.94	0.25	-0.88
LIB5	1.83	0.89	0.77	-0.34
LIB6	2.02	0.88	0.51	-0.50
LIB7	1.78	0.81	0.73	-0.26

Table F3
Faculty Activities Items

Item	Mean	S.D.	Skewness	Kurtosis
FAC1	2.36	0.73	0.54	0.10
FAC2	2.02	0.80	0.53	-0.06
FAC3	1.48	0.63	1.04	0.45
FAC4	1.83	0.72	0.65	0.42
FAC5	1.77	0.77	0.78	0.21
FAC6	1.98	0.72	0.47	0.24
FAC7	1.85	0.81	0.76	0.11
FAC8	1.48	0.67	1.40	1.86

Table F4

Student Acquaintances Activities Items

Item	Mean	S.D.	Skewness	Kurtosis
STACQ1	2.14	0.760.	0.34	-0.13
STACQ2	1.94	0.81	0.51	-0.35
STACQ3	2.00	0.79	0.38	-0.41
STACQ4	1.86	0.77	0.51	-0.43
STACQ5	1.71	0.79	0.85	-0.03
STACQ6	1.45	0.63	1.29	1.42

Table F5

Art, Music, and Theater Activities Items

Item	Mean	S.D.	Skewness	Kurtosis
AMT1	1.47	0.77	1.66	2.18
AMT2	1.83	0.90	0.84	-0.19
AMT3	1.47	0.69	1.44	1.79
AMT4	1.22	0.49	2.17	4.00
AMT5	1.19	0.48	2.61	6.04
AMT6	1.39	0.66	1.69	2.52

Table F6

Writing Activities Items

Item	Mean	S.D.	Skewness	Kurtosis
WRITE1	2.98	0.84	-0.20	-1.01
WRITE2	2.67	0.92	-0.01	-0.92
WRITE3	3.27	0.75	-0.55	-0.84
WRITE4	3.23	0.83	-0.79	-0.19
WRITE5	2.56	1.16	-0.06	-1.45
WRITE6	2.58	0.94	0.09	-0.93
WRITE7	2.30	1.08	0.29	-1.18
WRITE8	2.22	0.85	0.44	-0.31

Table F7

Science Activities Items

Item	Mean	S.D.	Skewness	Kurtosis
SCI1	2.25	1.15	0.32	-1.34
SCI2	1.67	0.94	1.11	-0.04
SCI3	1.48	0.80	1.63	1.80
SCI4	1.54	0.79	1.35	0.97
SCI5	1.51	0.79	1.50	1.44
SCI6	1.68	0.92	1.07	-0.05
SCI7	1.72	0.83	1.03	0.48
SCI8	1.84	0.93	0.79	-0.43
SCI9	1.70	0.83	1.03	0.33

Table F8

Vocational Skills Items

Item	Mean	S.D.	Skewness	Kurtosis
VOC1	2.26	1.11	0.29	-1.27
VOC2	2.63	1.14	-0.30	-1.33
VOC3	2.52	1.13	-0.08	-1.38
VOC4	2.08	1.09	0.55	-1.05
VOC5	2.23	1.13	0.31	-1.32
VOC6	2.00	1.00	0.58	-0.81
VOC7	2.01	1.00	0.56	-0.85

Table 5

Background, Work, and Faculty: Percentages of Responses

	Item	Group			
		All Students	Transfer	Vocational	Unclassified
1.	Age				
	18 - 19 or younger	41	57	26	23
	20 - 22	19	24	15	13
	23 - 27	12	9	19	12
	28 - 39	20	8	28	36
	40 - 55	7	2	12	13
	Over 55	1	0	0	3
2.	Gender				
	Male	38	46	28	32
	Female	62	54	72	68
3.	Ethnicity				
	American Indian	1	1	0	0
	Asian or Pacific Islander	1	0	2	2
	Black, African-American	14	11	20	17
	Hispanic, Latino	1	0	0	2
	White	82	87	78	79
	Other	1	1	0	0
4.	Native language is English				
	Yes	99	100	98	97
	No	1	0	2	3
5.	Hours per week spent working on a job				
	None, no job	20	15	25	25
	1 - 10 hours	6	5	5	8
	11 - 20 hours	20	29	11	13
	21 - 30 hours	19	23	16	14
	31 - 40 hours	19	18	21	17
	More than 40 hours	16	10	22	23
6.	How job affects college work				
	No job	19	15	25	23
	Job does not interfere with school work	25	24	27	25
	Job takes some time from school work	41	44	36	39
	Job takes a lot of time from school work	15	17	12	13

Table is continued ...

Table 5

Background, Work, and Faculty: Percentages of Responses

Item	Group			
	All Students	Transfer	Vocational	Unclassified
7. How family responsibilites affect college work				
No family responsibilities	21	23	16	23
Responsibilities do not interfere with school work	36	43	32	25
Responsibilities take some time from school work	32	26	41	36
Responsibilities take a lot of time from school work	11	8	11	16

Table6

College Program: Percentages of Responses

Item	Group			
	All Students	Transfer	Vocational	Unclassified
1. Number of units taking in current term				
Less than 6	13	9	14	17
6 to 8	17	16	11	27
9 to 11	12	7	17	17
12 to 15	38	44	38	25
More than 15	20	24	20	14
2. Total number of units taken at current college				
1-15 credits	34	35	27	39
16-30 credits	34	28	39	42
31-45 credits	17	20	23	7
46 or more credits	15	17	11	12
3. Meetings times of classes				
Day only	37	40	26	40
Evening only	23	17	31	25
Some day and some evening	40	43	43	35
4. Most grades at this college have been:				
A	16	10	22	24
A-, B+	27	25	31	26
B	13	16	7	13
B-, C+	19	21	22	15
C, C-	7	10	3	3
Lower than C-	1	1	0	0
No grades. This is first term	17	17	15	19
5. Hours per week spent studying or preparing for classes				
1-5 hours	40	43	43	30
6-10 hours	40	41	34	42
11-15 hours	11	7	15	17
16-20 hours	7	7	6	9
More than 20 hours	2	2	2	2

Table is continued ...

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Table6

College Program: Percentages of Responses

Item	Group			
	All Students	Transfer	Vocational	Unclassified
6. Hours per week spent on campus, not in class				
None	21	17	19	30
1-3 hours	43	45	49	32
4-6 hours	21	23	15	22
7-9 hours	7	6	8	8
10-12 hours	3	4	4	3
More than 12 hours	5	5	5	5
7. Most important reason of attending current college at this time				
To prepare for transfer to a four-year college or university.	60	100	32	5
To gain skills necessary to enter a new job or occupation.	30	0	57	65
To gain skills necessary to retrain, remain current, or advance in a current job or occupation.	7	0	11	20
To satisfy a personal interest (cultural, social).	2	0	0	7
To improve English, reading, or math skills.	1	0	0	3

Table 7

College Courses: Percentages of Responses

Item	Group			
	All Students	Transfer	Vocational	Unclassified
1. Number of courses taken in each general education area				
Sciences				
None	49	35	63	61
One	36	48	27	23
More than one	15	17	10	16
Social Sciences				
None	39	41	38	35
One	32	25	39	40
More than one	29	34	23	25
Fine Arts				
None	75	68	84	81
One	16	24	10	7
More than one	9	8	6	12
College Math				
None	28	25	25	36
One	50	48	57	49
More than one	22	27	18	15
English Composition				
None	8	3	14	13
One	63	61	58	70
More than one	29	36	28	17
Humanities				
None	42	24	58	63
One	34	44	23	23
More than one	24	32	19	14

Table is continued ...

Table 7

College Courses: Percentages of Responses

Item	Group			
	All Students	Transfer	Vocational	Unclassified
Foreign Languages				
None	93	93	95	92
One	4	6	3	2
More than one	3	1	2	6
Speech. Communication				
None	53	56	51	50
One	44	41	43	48
More than one	3	3	6	2
Computer Science				
None	53	56	52	48
One	35	37	29	34
More than one	12	7	19	18
Physical or Health Education				
None	64	61	65	70
One	27	31	26	21
More than one	9	8	9	9
2. Working for an AA or AS degree				
Yes	54	41	60	74
No	46	59	40	26
3. Working for a diploma or certificate				
Yes	50	40	67	53
No	50	60	33	47
4. Plan to transfer to a four-year college or university				
Yes	76	100	55	46
No	24	0	45	54

Table is continued ...

Table 7

College Courses: Percentages of Responses

Item	Group			
	All Students	Transfer	Vocational	Unclassified
5. Currently enrolled in an occupational/vocational program				
Yes	27	0	100	3
No	73	100	0	97
6. Category of vocational program (of those enrolled)				
Agriculture	1	0	2	0
Business	12	4	30	4
Marketing and Distribution	1	0	3	2
Health	13	1	30	12
Home Economics	1	0	5	0
Technical and Communications	8	1	13	14
Trade and Industrial	1	1	3	0
Other	12	12	14	10
Not enrolled	51	81	0	58

Table 8
Course Activities Items: Percentages of Responses

Item	Group	Response: never	occasionally	often	very often
1. Particpated in class discussions.					
	All students	2	45	37	16
	Transfer	4	50	33	13
	Vocational	2	28	50	20
	Unclassified	2	52	29	17
2. Worked on a paper or project which combined ideas from different sources of information.					
	All students	3	40	41	16
	Transfer	2	39	42	17
	Vocational	5	42	36	17
	Unclassified	2	43	44	11
3. Summarized major points and information from readings or notes.					
	All students	3	30	46	21
	Transfer	3	24	51	22
	Vocational	3	35	42	20
	Unclassified	2	37	39	22
4. Tried to explain the material to another student.					
	All students	6	47	34	13
	Transfer	3	48	35	14
	Vocational	6	44	35	15
	Unclassified	11	52	31	6
5. Did additional readings on topics that were introduced and discussed in class.					
	All students	19	59	17	5
	Transfer	20	64	13	3
	Vocational	17	59	18	6
	Unclassified	20	51	21	8

Table is continued ...

Table 8
Course Activities Items: Percentages of Responses

Item	Group	Response: never	occasionally	often	very often
6. Asked questions about points made in class discussions or readings.					
	All students	11	51	27	11
	Transfer	13	53	25	9
	Vocational	3	51	32	14
	Unclassified	12	49	30	9
7. Studied course materials with other students.					
	All students	21	45	25	9
	Transfer	15	46	31	8
	Vocational	20	46	25	9
	Unclassified	34	42	15	9
8. Applied principles and concepts learned in class to understand other problems or situations.					
	All students	7	48	35	10
	Transfer	7	50	34	9
	Vocational	5	49	34	12
	Unclassified	11	43	37	9
9. Compared and contrasted different points of view presented in a course.					
	All students	10	53	31	6
	Transfer	8	59	27	6
	Vocational	8	46	38	8
	Unclassified	15	49	30	6
10. Considered the accuracy and credibility of information from different sources.					
	All students	14	48	30	8
	Transfer	15	48	31	6
	Vocational	11	43	29	17
	Unclassified	15	54	29	2

Table 9
Library Activities Items: Percentages of Responses

	Item	Group	Response: never	occasionally	often	very often
1.	Used the library as a quiet place to read or study material you brought with you.					
		All students	22	41	22	15
		Transfer	14	43	26	17
		Vocational	23	45	19	13
		Unclassified	34	34	18	14
2.	Read newspapers, magazines, or journals located in the library.					
		All students	33	43	17	7
		Transfer	32	35	24	9
		Vocational	29	59	6	6
		Unclassified	39	43	13	5
3.	Checked out books to read at home.					
		All students	54	25	15	6
		Transfer	47	29	19	5
		Vocational	55	23	13	9
		Unclassified	66	22	9	3
4.	Used the card catalogue or computer to find books the library had on a topic.					
		All students	26	36	29	9
		Transfer	24	32	33	11
		Vocational	22	38	26	14
		Unclassified	35	42	21	2
5.	Prepared a bibliography or set of references for a term paper or report.					
		All students	44	33	18	5
		Transfer	39	33	21	7
		Vocational	45	40	10	5
		Unclassified	55	28	15	2

Table is continued ...

Table 9
Library Activities Items: Percentages of Responses

	Item	Group	Response: never	occasionally	often	very often
6.	Asked the librarian for help in finding materials on some topic.					
		All students	31	41	22	6
		Transfer	30	40	21	9
		Vocational	31	37	29	3
		Unclassified	35	49	13	3
7.	Found some interesting material to read just by browsing in the stacks.					
		All students	44	37	16	3
		Transfer	46	36	16	2
		Vocational	45	34	16	5
		Unclassified	39	43	16	2

Table 10
Faculty Activities Items: Percentages of Responses

	Item	Group	Response: never	occasionally	often	very often
1.	Asked an instructor for information about grades, make-up work, assignments, etc.					
		All students	7	57	28	8
		Transfer	8	56	30	6
		Vocational	3	59	27	11
		Unclassified	9	59	24	8
2.	Talked briefly with an instructor after class about course content.					
		All students	26	50	19	5
		Transfer	28	52	17	3
		Vocational	25	47	20	8
		Unclassified	25	50	20	5
3.	Made an appointment to meet with an instructor in his/her office.					
		All students	59	34	6	1
		Transfer	58	34	8	0
		Vocational	55	39	4	2
		Unclassified	63	33	4	0
4.	Discussed ideas for a term paper or other class project with an instructor.					
		All students	33	53	12	2
		Transfer	36	51	12	1
		Vocational	28	54	13	5
		Unclassified	34	55	8	3
5.	Discussed your career plans and/or educational plans, interests, and ambitions with an instructor.					
		All students	41	44	12	3
		Transfer	39	45	14	2
		Vocational	38	42	15	5
		Unclassified	45	45	7	3

Table is continued ...

Table 10
Faculty Activities Items: Percentages of Responses

	Item	Group	Response: never	occasionally	often	very often
6.	Discussed comments an instructor made on a test or paper you wrote.					
		All students	24	57	16	3
		Transfer	26	53	19	2
		Vocational	20	55	20	5
		Unclassified	24	65	8	3
7.	Talked informally with an instructor about current events, campus activities, or other common interests.					
		All students	37	45	14	4
		Transfer	40	42	15	3
		Vocational	31	49	12	8
		Unclassified	38	45	14	3
8.	Discussed your school performance, difficulties, or personal problems with an instructor.					
		All students	61	32	5	2
		Transfer	63	31	5	1
		Vocational	52	37	6	5
		Unclassified	66	29	5	0

Table 11
Student Acquaintances Activities Items: Percentages of Responses

	Item	Group	Response: never	occasionally	often	very often
1.	Had serious discussions with students who were much older or much younger than you.					
		All students	19	53	24	4
		Transfer	20	54	23	3
		Vocational	11	53	30	6
		Unclassified	25	50	20	5
2.	Had serious discussions with students whose ethnic or cultural background was different from yours.					
		All students	33	44	19	4
		Transfer	31	42	22	5
		Vocational	25	52	20	3
		Unclassified	44	42	12	2
3.	Had serious discussions with students whose philosophy of life or personal values were very different from yours.					
		All students	28	47	22	3
		Transfer	26	43	26	5
		Vocational	20	55	23	2
		Unclassified	39	47	12	2
4.	Had serious discussions with students whose political opinions were very different from yours.					
		All students	36	44	18	2
		Transfer	28	46	24	2
		Vocational	40	39	18	3
		Unclassified	47	47	6	0
5.	Had serious discussions with students whose religious beliefs were very different from yours.					
		All students	48	36	14	2
		Transfer	43	36	18	3
		Vocational	51	31	15	3
		Unclassified	53	42	5	0

Table is continued ...

Table 11
Student Acquaintances Activities Items: Percentages of Responses

		Response			
Item	Group	never	occasionally	often	very often
6. Had serious discussions with students from a country different from yours.					
	All students	62	32	5	1
	Transfer	64	29	6	1
	Vocational	55	35	8	2
	Unclassified	64	36	0	0

Table 12
Art, Music, and Theater Activities Items: Percentages of Responses

	Item	Group	Response: never	occasionally	often	very often
1.	Talked about art (painting, sculpture, architecture, artists, etc.) with other students at the college.					
		All students	66	24	7	3
		Transfer	63	21	11	5
		Vocational	68	27	5	0
		Unclassified	72	23	2	3
2.	Talked about music (classical, popular, musicians, etc.) with other students at the college.					
		All students	45	34	15	6
		Transfer	37	34	20	9
		Vocational	55	31	9	5
		Unclassified	52	36	10	2
3.	Talked about theater (plays, musical, dance, etc.) with other students at the college.					
		All students	63	29	6	2
		Transfer	57	33	8	2
		Vocational	60	32	6	2
		Unclassified	76	21	3	0
4.	Attended an art exhibit on the campus.					
		All students	81	16	3	0
		Transfer	81	15	4	0
		Vocational	79	16	5	0
		Unclassified	84	16	0	0
5.	Attended a concert or other musical event at the college.					
		All students	85	11	4	0
		Transfer	85	10	5	0
		Vocational	84	13	3	0
		Unclassified	87	11	2	0

Table is continued...

Table 12
Art, Music, and Theater Activities Items: Percentages of Responses

Item	Group	Response: never	occasionally	often	very often
6. Attended a play, dance concert, or other theater performance at the college.					
	All students	69	24	6	1
	Transfer	70	21	8	1
	Vocational	61	29	7	3
	Unclassified	77	22	1	0

Table 13
Writing Activities Items: Percentages of Responses

Item	Group	Response: never	occasionally	often	very often
1. Used a dictionary to look up the proper meaning, definition, and/or spelling or words.					
	All students	2	29	38	31
	Transfer	3	30	38	29
	Vocational	0	35	33	32
	Unclassified	3	22	41	34
2. Prepared an outline to organize the sequence of ideas and points in a paper you were writing.					
	All students	9	37	32	22
	Transfer	8	40	36	16
	Vocational	9	35	27	29
	Unclassified	12	32	30	26
3. Thoughts about grammar, sentence structure, paragraphs, and word choice as you were writing.					
	All students	1	17	37	45
	Transfer	1	16	44	39
	Vocational	0	17	35	48
	Unclassified	0	20	26	54
4. Wrote a rough draft of a paper or essay and revised it before handing it in.					
	All students	3	16	36	45
	Transfer	3	14	37	46
	Vocational	2	20	36	42
	Unclassified	5	15	32	48
5. Used a computer (word processor) to write or type a paper.					
	All students	25	23	23	29
	Transfer	22	22	21	35
	Vocational	23	22	28	27
	Unclassified	34	28	18	20

Table is continued...

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Table 13
Writing Activities Items: Percentages of Responses

	Item	Group	Response: never	occasionally	often	very often
6.	Asked other people to read something you wrote to see if it was clear to them.					
		All students	12	39	29	20
		Transfer	14	35	30	21
		Vocational	4	45	31	20
		Unclassified	14	43	24	19
7.	Spent at least 5 hours or more writing a paper.					
		All students	29	31	21	19
		Transfer	30	38	15	17
		Vocational	23	26	25	26
		Unclassified	31	25	29	15
8.	Asked an instructor for advice and help to improve your writing or about a comment he/she made on a paper you wrote.					
		All students	18	50	23	9
		Transfer	20	50	26	4
		Vocational	14	48	18	20
		Unclassified	20	51	21	8

Table 14
Science Activities Items: Percentages of Responses

	Item	Group	Response: never	occasionally	often	very often
1.	Memorized formulas definitions. technical terms.					
		All students	36	24	20	20
		Transfer	26	27	24	23
		Vocational	41	23	20	16
		Unclassified	51	18	12	19
2.	Practiced to improve your skills in using laboratory equipment.					
		All students	60	18	16	6
		Transfer	57	19	17	7
		Vocational	59	16	16	9
		Unclassified	69	17	14	0
3.	Showed a classmate how to use a piece of scientific equipment.					
		All students	68	19	9	4
		Transfer	66	18	11	5
		Vocational	66	20	12	2
		Unclassified	76	19	3	2
4.	Attempted to explain an experimental procedure to a classmate.					
		All students	62	24	11	3
		Transfer	57	27	12	4
		Vocational	63	19	16	2
		Unclassified	74	21	3	2
5.	Tested your understanding of some scientific principle by seeing if you could explain it to another student.					
		All students	65	22	10	3
		Transfer	61	23	12	4
		Vocational	63	23	12	2
		Unclassified	76	19	2	3

Table is continued...

Table 14
Science Activities Items: Percentages of Responses

Item	Group	Response: never	occasionally	often	very often
6. Completed an experimental/project using scientific methods.					
	All students	58	21	16	5
	Transfer	53	18	21	8
	Vocational	66	20	12	2
	Unclassified	62	26	10	2
7. Talked about social and ethical issues related to science and technology such as energy, pollution, chemicals, genetics, etc.					
	All students	48	37	11	4
	Transfer	49	34	10	7
	Vocational	45	41	10	4
	Unclassified	48	40	12	0
8. Used information you learned in a science class to understand some aspect of the world around you.					
	All students	46	30	18	6
	Transfer	39	36	19	6
	Vocational	59	14	18	9
	Unclassified	48	33	16	3
9. Tried to explain to someone the scientific basis for environmental concerns about pollution, recycling, alternative forms of energy, etc.					
	All students	50	34	12	4
	Transfer	48	32	15	5
	Vocational	46	43	7	4
	Unclassified	59	27	12	2

Table 15
Vocational Skills Items: Percentages of Responses

	Item	Group	Response: never	occasionally	often	very often
1.	Read about how to perform a procedure (occupational task, vocational skill).					
		All students	33	26	22	19
		Transfer	61	16	16	7
		Vocational	7	36	25	32
		Unclassified	40	23	27	10
2.	Listened to an instructor explain how to do a procedure.					
		All students	26	13	34	27
		Transfer	45	19	29	7
		Vocational	7	5	38	50
		Unclassified	33	17	37	13
3.	Watched an instructor demonstrate how to do a procedure.					
		All students	26	21	28	25
		Transfer	45	24	24	7
		Vocational	9	18	27	46
		Unclassified	30	23	37	10
4.	Practiced a procedure while being monitored by an instructor or other student.					
		All students	41	26	18	15
		Transfer	64	22	12	2
		Vocational	21	27	23	29
		Unclassified	43	30	20	7
5.	Practiced a procedure without supervision.					
		All students	36	23	23	18
		Transfer	57	19	19	5
		Vocational	18	22	27	33
		Unclassified	40	30	20	10

Table is continued...

Table 15
Vocational Skills Items: Percentages of Responses

	Item	Group	Response: never	occasionally	often	very often
6.	Identified that there was a problem and located information from an instructor or other resource about what to do.					
		All students	40	30	21	9
		Transfer	64	21	15	0
		Vocational	20	32	32	16
		Unclassified	43	37	10	10
7.	Diagnosed a problem and carried out the appropriate procedure without having to consult any resource.					
		All students	40	29	22	9
		Transfer	60	26	12	2
		Vocational	23	29	32	16
		Unclassified	43	33	17	7

Table 16
Clubs and Organizations Items: Percentages of Responses

	Item	Group	Response: never	occasionally	often	very often
1.	Looked in the student newspaper or on bulletin boards for notices about campus events and student organizations.					
		All students	17	50	26	7
		Transfer	15	54	23	8
		Vocational	17	44	31	8
		Unclassified	22	48	27	3
2.	Read or asked about a student club or organization.					
		All students	43	43	11	3
		Transfer	45	38	13	4
		Vocational	41	41	12	6
		Unclassified	39	53	8	0
3.	Attended a meeting of a student club or organization.					
		All students	72	18	7	3
		Transfer	73	19	5	3
		Vocational	70	16	9	5
		Unclassified	72	20	8	0

Table 17
Athletic Activities Items: Percentages of Responses

	Item	Group	Response: never	occasionally	often	very often
1.	Followed a regular schedule of exercise or practice in some sport on campus.					
		All students	72	14	6	8
		Transfer	63	21	5	11
		Vocational	77	13	7	3
		Unclassified	87	3	5	5
2.	Sought instruction to improve your performance in some athletic activity.					
		All students	76	13	6	5
		Transfer	72	14	7	7
		Vocational	77	18	3	2
		Unclassified	86	3	8	3
3.	Attended an athletic event on the campus.					
		All students	85	9	3	3
		Transfer	80	11	4	5
		Vocational	91	7	0	2
		Unclassified	91	5	3	1

Table 18
Counseling and Career Planning: Percentages of Responses

Item	Group	Response: Yes	Response: No
1. Talked with a counselor/advisor about courses to take, requirements educational plans.			
	All students	89	11
	Transfer	89	11
	Vocational	91	9
	Unclassified	86	14
2. Discussed your vocational interests, abilities, and ambitions with a counselor/advisor.			
	All students	65	35
	Transfer	57	43
	Vocational	75	25
	Unclassified	69	31
3. Read information about a 4-year college or university that you were interested in attending.			
	All students	65	35
	Transfer	87	13
	Vocational	49	51
	Unclassified	35	65
4. Read materials about career opportunities.			
	All students	80	20
	Transfer	80	20
	Vocational	84	16
	Unclassified	78	22
5. Made an appointment with a counselor or an advisor to discuss your plans for transferring to a 4-year college or university.			
	All students	35	65
	Transfer	52	48
	Vocational	25	75
	Unclassified	12	88

Table is continued ...

Table 18
Counseling and Career Planning: Percentages of Responses

Item	Group	Response: Yes	Response: No
6. Identified courses needed to meet the general education requirements of a 4-year college or university you are interested in attending.			
	All students	65	35
	Transfer	87	13
	Vocational	45	55
	Unclassified	42	58
7. Talked with a counselor/advisor about personal matters related to your college performance.			
	All students	35	65
	Transfer	35	65
	Vocational	40	60
	Unclassified	29	71

Table 19
Learning and Study Skills: Percentages of Responses

Item	Group	Response: None	Some	A lot
Received instruction in each of the following areas:				
Memory skills				
	All students	23	59	18
	Transfer	23	61	16
	Vocational	14	66	20
	Unclassified	32	48	20
Notetaking skills				
	All students	19	54	27
	Transfer	19	56	25
	Vocational	12	57	31
	Unclassified	23	49	28
Listening skills				
	All students	17	55	28
	Transfer	16	57	27
	Vocational	12	55	33
	Unclassified	23	51	26
Speaking skills				
	All students	24	47	29
	Transfer	27	43	30
	Vocational	17	57	26
	Unclassified	28	44	28
Writing skills				
	All students	4	40	56
	Transfer	3	43	54
	Vocational	5	33	62
	Unclassified	5	42	53
Reading Skills				
	All students	17	57	26
	Transfer	18	60	22
	Vocational	14	53	33
	Unclassified	17	55	28

Table is continued ...

Table 19
Learning and Study Skills: Percentages of Responses

Item	Group	Response: None	Some	A lot
Test taking skills				
	All students	19	53	28
	Transfer	19	54	27
	Vocational	17	50	33
	Unclassified	22	53	25
Time management skills				
	All students	25	53	22
	Transfer	26	52	22
	Vocational	23	56	21
	Unclassified	25	51	24
Problem solving skills				
	All students	22	59	19
	Transfer	21	59	20
	Vocational	19	65	16
	Unclassified	29	54	17

Table 20
Estimate of Gains Items: Percentages of Responses

Item	Group	Response: very little	some	quite a bit	very much
1. Acquiring knowledge and skills applicable to a specific job or type of work.					
	All students	18	44	23	15
	Transfer	28	47	19	6
	Vocational	6	32	31	31
	Unclassified	11	48	24	17
2. Gaining information about career opportunities.					
	All students	18	44	28	10
	Transfer	16	47	31	6
	Vocational	14	39	30	17
	Unclassified	25	41	23	11
3. Developing clearer career goals.					
	All students	11	40	34	15
	Transfer	12	45	31	12
	Vocational	8	25	43	24
	Unclassified	11	45	32	12
4. Becoming acquainted with different fields of knowledge.					
	All students	11	41	34	14
	Transfer	14	41	36	9
	Vocational	8	33	37	22
	Unclassified	8	50	28	14
5. Developing an understanding and enjoyment of art, music, and theater.					
	All students	50	31	12	7
	Transfer	38	38	15	9
	Vocational	63	22	9	6
	Unclassified	60	26	11	3

Table is continued ...

Table 20
Estimate of Gains Items: Percentages of Responses

Item	Group	Response: very little	some	quite a bit	very much
6. Developing an understanding and enjoyment of literature (novels, stories, essays, poetry, etc.).					
	All students	22	43	24	11
	Transfer	24	40	25	11
	Vocational	19	46	21	14
	Unclassified	22	46	24	8
7. Writing clearly and effectively.					
	All students	4	32	43	21
	Transfer	3	35	40	22
	Vocational	3	31	39	27
	Unclassified	5	29	52	14
8. Presenting ideas and information effectively in speaking to others.					
	All students	13	39	35	13
	Transfer	10	41	34	15
	Vocational	17	27	43	13
	Unclassified	15	46	28	11
9. Acquiring the ability to use computers.					
	All students	23	29	29	19
	Transfer	23	25	34	18
	Vocational	22	29	25	24
	Unclassified	25	35	23	17
10. Becoming aware of different philosophies, cultures, and ways of life.					
	All students	22	43	26	9
	Transfer	16	47	28	9
	Vocational	25	40	25	10
	Unclassified	32	37	22	9

Table is continued ...

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Table 20
Estimate of Gains Items: Percentages of Responses

Item	Group	Response: very little	some	quite a bit	very much
11. Becoming clearer about my own values and ethical standards.					
	All students	17	37	34	12
	Transfer	16	42	33	9
	Vocational	14	31	37	18
	Unclassified	22	34	32	12
12. Understanding myself - my abilities and interests.					
	All students	9	30	43	18
	Transfer	12	33	37	18
	Vocational	5	20	54	21
	Unclassified	9	34	42	15
13. Understanding mathematical concepts such as probabilities proportions, etc.					
	All students	18	39	29	14
	Transfer	16	39	30	15
	Vocational	9	35	34	22
	Unclassified	31	42	20	7
14. Understanding the role of science and technology in society.					
	All students	27	35	27	11
	Transfer	27	38	25	10
	Vocational	15	37	33	15
	Unclassified	40	26	26	8
15. Putting ideas together to see relationships, similarities, and differences between ideas.					
	All students	13	46	33	8
	Transfer	12	50	33	5
	Vocational	11	42	32	15
	Unclassified	19	42	33	6

Table is continued ...

Table 20
Estimate of Gains Items: Percentages of Responses

Item	Group	Response: very little	some	quite a bit	very much
16. Developing the ability to learn on my own, pursue ideas, and find information I need.					
	All students	6	32	45	17
	Transfer	7	29	48	16
	Vocational	5	29	43	23
	Unclassified	5	40	41	14
17. Developing the ability to speak and understand another language.					
	All students	83	10	5	2
	Transfer	81	14	5	0
	Vocational	86	6	6	2
	Unclassified	86	5	5	4
18. Interpreting information in graphs and charts I see in newspapers, textbooks, and on TV.					
	All students	30	42	22	6
	Transfer	27	48	20	5
	Vocational	28	32	31	9
	Unclassified	37	39	18	6
19. Developing an interest in political and economic events.					
	All students	34	37	20	9
	Transfer	35	36	19	10
	Vocational	25	37	31	7
	Unclassified	42	42	10	6
20. Seeing the importance of history for understanding the present as well as the past.					
	All students	28	36	25	11
	Transfer	19	40	29	12
	Vocational	29	35	24	12
	Unclassified	43	31	17	9

Table is continued ...

Table 20
Estimate of Gains Items: Percentages of Responses

Item	Group	Response: very little	some	quite a bit	very much
21. Learning more about other parts of the world and other people (Asia, Africa, South America, etc.).					
	All students	54	29	10	7
	Transfer	48	30	14	8
	Vocational	59	27	9	5
	Unclassified	62	26	3	9
22. Understanding other people and the ability to get along with different kind of people.					
	All students	12	42	31	15
	Transfer	9	47	30	14
	Vocational	12	34	40	14
	Unclassified	15	40	26	19
23. Developing good health habits and physical fitness.					
	All students	32	37	19	12
	Transfer	31	36	19	14
	Vocational	32	37	19	12
	Unclassified	34	37	21	8

Table 21
College Environment: Percentages of Responses

Item	Response			
	All students	Transfer	Vocational	Unclassified
1. If you could start over again would you go to this college?				
Yes	77	70	81	86
Maybe	17	20	16	14
No	6	10	3	0
2. How many of the students you know are friendly and supportive of one another?				
All	3	3	2	3
Most	17	17	13	24
Some	66	67	67	62
Few or none	14	13	18	11
3. How many of your instructors at this college do you feel are approachable, helpful, and supportive?				
All	2	4	0	2
Most	16	15	13	19
Some	61	67	58	52
Few or none	21	14	29	27
4. How many of your courses at this college would you describe as challenging, stimulating, and worthwhile?				
All	3	5	2	1
Most	16	18	8	18
Some	57	56	66	51
Few or none	24	21	24	30

Table is continued ...

Table 21
College Environment: Percentages of Responses

Item	Response			
	All students	Transfer	Vocational	Unclassified
5. How many of the college counselors, advisors, and department secretaries you have had contact with would you describe as helpful, considerate, and knowledgeable?				
All	3	3	2	3
Most	22	25	25	15
Some	47	50	41	47
Few or none	28	22	32	35
6. Do you feel that this college is a stimulating and often exciting place to be?				
All of the time	6	11	2	0
Most of the time	38	40	43	30
Some of the time	48	41	45	62
Rarely or never	8	8	10	8
7. Are there places on the campus for you to meet and study with other students?				
Yes, ample places	45	44	44	49
Yes, a few places	46	46	48	45
No	9	10	8	6

Table 22
Quality of Effort Scales: Means and Standard Deviations

Scale	Group	Mean	Standard Deviation
QE Course Learning			
	All students	25	5
	Transfer	24	5
	Vocational	25	5
	Unclassified	24	5
QE Library			
	All students	14	5
	Transfer	15	5
	Vocational	14	4
	Unclassified	13	4
QE Faculty			
	All students	15	4
	Transfer	15	4
	Vocational	16	5
	Unclassified	14	4
QE Student Acquaintances			
	All students	11	3
	Transfer	11	4
	Vocational	11	3
	Unclassified	10	3
QE Art, Music, and Theater			
	All students	9	3
	Transfer	9	3
	Vocational	8	3
	Unclassified	8	2
QE Writing			
	All students	22	5
	Transfer	22	5
	Vocational	22	5
	Unclassified	22	5

Table is continued ...

Table 22
Quality of Effort Scales: Means and Standard Deviations

Scale	Group	Mean	Standard Deviation
QE Science			
	All students	15	7
	Transfer	16	7
	Vocational	15	7
	Unclassified	14	5
QE Vocational Skills			
	All students	16	7
	Transfer	12	6
	Vocational	20	6
	Unclassified	14	6
QE Counseling and Career Planning			
	All Students	4	2
	Transfer	5	2
	Vocational	4	2
	Unclassified	4	2

Table 23
Satisfaction Scale: Means and Standard Deviations

Group	Mean	Standard Deviation
All students	15	2.4
Transfer	14.2	2.5
Vocational	15	2.3
Unclassified	15	2.3

Table 24
Estimate of Gains Items by Sex: Percentages of Responses

	Item	Group	Response: very little	some	quite a bit	very much
1.	Acquiring knowledge and skills applicable to a specific job or type of work.					
		Male	21	44	20	15
		Female	17	43	25	15
		All	18	43	24	15
2.	Gaining information about career opportunities.					
		Male	21	41	28	10
		Female	16	45	30	9
		All	18	43	29	10
3.	Developing clearer career goals.					
		Male	12	44	29	15
		Female	11	39	36	14
		All	11	41	33	15
4.	Becoming acquainted with different fields of knowledge.					
		Male	12	40	33	15
		Female	10	42	35	13
		All	11	41	34	14
5.	Developing an understanding and enjoyment of art, music, and theater.					
		Male	50	27	15	8
		Female	49	34	12	5
		All	50	31	13	6
6.	Developing an understanding and enjoyment of literature (novels, stories, essays, poetry, etc.)					
		Male	32	43	20	5
		Female	16	43	27	14
		All	22	43	24	11

Table is continued ...

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Table 24
Estimate of Gains Items by Sex: Percentages of Responses

Item	Group	Response			
		very little	some	quite a bit	very much
7. Writing clearly and effectively.					
	Male	6	35	40	19
	Female	2	31	44	23
	All	4	32	43	21
8. Presenting ideas and information effectively in speaking to others.					
	Male	16	37	34	13
	Female	12	39	36	13
	All	13	39	35	13
9. Acquiring the ability to use computers.					
	Male	20	22	38	20
	Female	26	32	24	18
	All	24	28	29	19
10. Becoming aware of different philosophies, cultures, and ways of life.					
	Male	16	47	28	9
	Female	26	39	25	10
	All	22	42	26	10
11. Becoming clearer about my own values and ethical standards.					
	Male	17	42	31	10
	Female	17	33	37	13
	All	17	37	34	12
12. Understanding myself - my abilities and interests.					
	Male	12	33	39	16
	Female	7	29	44	20
	All	9	31	42	18

Table is continued ...

Table 24
Estimate of Gains Items by Sex: Percentages of Responses

Item	Group	Response: very little	some	quite a bit	very much
13. Understanding mathematical concepts such as probabilities, proportions, etc.					
	Male	14	43	28	15
	Female	20	37	29	14
	All	18	39	28	15
14. Understanding the role of science and technology in society.					
	Male	23	33	32	12
	Female	30	37	24	9
	All	27	35	27	11
15. Putting ideas together to see relationships, similarities, and differences between ideas.					
	Male	17	44	34	5
	Female	11	47	33	9
	All	13	46	33	8
16. Developing the ability to learn on my own, pursue ideas, and find information I need.					
	Male	5	34	47	14
	Female	6	30	44	20
	All	6	31	45	18
17. Developing the ability to speak and understand another language.					
	Male	81	10	8	1
	Female	85	9	4	2
	All	84	9	5	2
18. Interpreting information in graphs and charts I see in newspapers, textbooks, and on TV.					
	Male	31	35	24	10
	Female	29	45	22	4
	All	30	41	23	6

Table is continued ...

Table 24
Estimate of Gains Items by Sex: Percentages of Responses

Item	Group	Response: very little	some	quite a bit	very much
19. Developing an interest in political and economic events.					
	Male	28	33	26	13
	Female	38	40	16	6
	All	34	37	20	9
20. Seeing the importance of history for understanding the present as well as the past.					
	Male	27	30	29	14
	Female	29	40	22	9
	All	28	37	24	11
21. Learning more about other parts of the world and other people (Asia, Africa, South America, etc.)					
	Male	44	35	16	5
	Female	60	24	7	9
	All	54	28	10	8
22. Understanding other people and the ability to get along with different kinds of people.					
	Male	16	44	27	13
	Female	9	41	34	16
	All	11	42	32	15
23. Developing good health habits and physical fitness.					
	Male	30	32	20	18
	Female	33	39	20	8
	All	32	36	20	12

Table 25
Estimate of Gains Items by Race: Percentages of Responses

Item	Group	Response: very little	some	quite a bit	very much
1. Acquiring knowledge and skills applicable to a specific job or type of work.					
	American Indian	100	0	0	0
	Asian or Pacific Islander	0	50	0	50
	Black, African	16	47	24	13
	Hispanic, Latino	0	100	0	0
	White	19	43	23	15
	Other	0	0	100	0
	All	18	44	23	15
2. Gaining information about career opportunities.					
	American Indian	0	100	0	0
	Asian or Pacific Islander	0	50	0	50
	Black, African	21	42	24	13
	Hispanic, Latino	0	100	0	0
	White	18	43	30	9
	Other	0	0	0	100
	All	18	43	29	10
3. Developing clearer career goals.					
	American Indian	0	0	100	0
	Asian or Pacific Islander	0	0	50	50
	Black, African	11	46	29	14
	Hispanic, Latino	0	100	0	0
	White	11	39	35	15
	Other	0	0	0	100
	All	11	40	34	15
4. Becoming acquainted with different fields of knowledge.					
	American Indian	0	100	0	0
	Asian or Pacific Islander	0	50	50	0
	Black, African	22	28	39	11
	Hispanic, Latino	0	0	100	0
	White	9	43	34	14
	Other	0	0	0	100
	All	11	41	34	14

Table is continued...

Table 25
Estimate of Gains Items by Race: Percentages of Responses

	Item	Group	Response: very little	some	quite a bit	very much
5.	Developing an understanding and enjoyment of art, music, and theater.					
		American Indian	100	0	0	0
		Asian or Pacific Islander	50	0	50	0
		Black, African	41	24	21	14
		Hispanic, Latino	100	0	0	0
		White	51	32	12	5
		Other	0	0	0	100
		All	50	31	12	7
6.	Developing an understanding and enjoyment of literature (novels, stories, essays, poetry, etc.).					
		American Indian	100	0	0	0
		Asian or Pacific Islander	0	0	50	50
		Black, African	24	42	18	16
		Hispanic, Latino	0	100	0	0
		White	22	44	25	9
		Other	0	0	0	100
		All	22	43	24	11
7.	Writing cleary and effectively.					
		American Indian	0	100	0	0
		Asian or Pacific Islander	0	0	50	50
		Black, African	5	38	43	14
		Hispanic, Latino	0	0	100	0
		White	3	32	43	22
		Other	0	0	0	100
		All	4	33	42	21
8.	Presenting ideas and information effectively in speaking to others.					
		American Indian	0	100	0	0
		Asian or Pacific Islander	0	50	50	0
		Black, African	16	49	24	11
		Hispanic, Latino	0	0	100	0
		White	13	37	36	14
		Other	0	0	0	100
		All	13	39	35	13

Table is continued...

Table 25
Estimate of Gains Items by Race: Percentages of Responses

Item	Group	Response: very little	some	quite a bit	very much
9. Acquiring the ability to use computers.					
	American Indian	0	0	100	0
	Asian or Pacific Islander	0	0	50	50
	Black, African	29	29	31	11
	Hispanic, Latino	0	0	100	0
	White	23	29	28	20
	Other	0	0	0	100
	All	23	29	29	19
10. Becoming aware of different philosophies, cultures, and ways of life.					
	American Indian	0	100	0	0
	Asian or Pacific Islander	50	0	50	0
	Black, African	26	26	37	11
	Hispanic, Latino	0	0	0	100
	White	22	46	23	9
	Other	0	0	0	100
	All	22	42	26	10
11. Becoming clearer about my own values and ethical standards.					
	American Indian	0	0	100	0
	Asian or Pacific Islander	0	0	50	50
	Black, African	16	32	42	10
	Hispanic, Latino	0	0	100	0
	White	17	39	32	12
	Other	0	0	0	100
	All	17	37	34	12
12. Understanding myself - my abilities and interests.					
	American Indian	0	0	0	100
	Asian or Pacific Islander	0	0	50	50
	Black, African	11	26	45	18
	Hispanic, Latino	0	0	100	0
	White	9	31	43	17
	Other	0	0	0	100
	All	9	30	43	18

Table is continued...

Table 25
Estimate of Gains Items by Race: Percentages of Responses

Item	Group	Response: very little	some	quite a bit	very much
13. Understanding mathematical concepts such as probabilities, proportions, etc.					
	American Indian	0	100	0	0
	Asian or Pacific Islander	0	0	50	50
	Black, African	8	45	31	16
	Hispanic, Latino	0	0	100	0
	White	21	37	28	14
	Other	0	0	0	100
	All	18	39	29	14
14. Understanding the role of science and technology in society.					
	American Indian	100	0	0	0
	Asian or Pacific Islander	0	0	50	50
	Black, African	24	50	21	5
	Hispanic, Latino	0	100	0	0
	White	29	32	28	11
	Other	0	0	0	100
	All	28	34	27	11
15. Putting ideas together to see relationships, similarities, and differences between ideas.					
	American Indian	0	100	0	0
	Asian or Pacific Islander	0	0	50	50
	Black, African	16	47	29	8
	Hispanic, Latino	0	0	100	0
	White	13	46	34	7
	Other	0	0	0	100
	All	13	46	33	8
16. Developing the ability to learn on my own, pursue ideas, and find information I need.					
	American Indian	0	0	100	0
	Asian or Pacific Islander	0	0	50	50
	Black, African	8	29	47	16
	Hispanic, Latino	0	0	0	100
	White	6	33	44	17
	Other	0	0	0	100
	All	6	31	45	18

Table is continued...

Table 25
Estimate of Gains Items by Race: Percentages of Responses

Item	Group	Response: very little	some	quite a bit	very much
17. Developing the ability to speak and understand another language.					
	American Indian	100	0	0	0
	Asian or Pacific Islander	0	0	50	50
	Black, African	79	5	13	3
	Hispanic, Latino	0	0	100	0
	White	85	11	3	1
	Other	100	0	0	0
		83	10	5	2
18. Interpreting information in graphs and charts I see in newspapers, texthooks, and on TV.					
	American Indian	0	0	100	0
	Asian or Pacific Islander	0	0	50	50
	Black, African	40	31	29	0
	Hispanic, Latino	0	0	100	0
	White	29	43	21	7
	Other	0	0	0	100
	All	30	41	23	6
19. Developing an interest in political and economic events.					
	American Indian	0	0	100	0
	Asian or Pacific Islander	100	0	0	0
	Black, African	34	37	21	8
	Hispanic, Latino	0	100	0	0
	White	34	38	20	8
	Other	0	0	0	100
	All	34	37	20	9

Table is continued...

Table 25
Estimate of Gains Items by Race: Percentages of Responses

Item	Group	Response: very little	some	quite a bit	very much
20. Seeing the importance of history for understanding the present as well as the past.					
	American Indian	0	100	0	0
	Asian or Pacific Islander	50	50	0	0
	Black, African	21	42	21	16
	Hispanic, Latino	0	0	100	0
	White	29	36	25	10
	Other	0	0	0	100
	All	28	37	24	11
21. Learning more about other parts of the world and other people (Asia, Africa, South America, etc.)					
	American Indian	0	100	0	0
	Asian or Pacific Islander	50	0	0	50
	Black, African	40	34	13	13
	Hispanic, Latino	0	100	0	0
	White	58	27	9	6
	Other	0	0	0	100
	All	54	28	11	7
22. Understanding other people and the ability to get along with different kinds of people.					
	American Indian	0	0	100	0
	Asian or Pacific Islander	0	0	100	0
	Black, African	13	18	43	26
	Hispanic, Latino	0	0	0	100
	White	12	47	29	12
	Other	0	0	0	100
	All	12	42	31	15
23. Developing good health habits and physical fitness.					
	American Indian	0	0	0	100
	Asian or Pacific Islander	50	0	50	0
	Black, African	32	34	21	13
	Hispanic, Latino	0	0	100	0
	White	32	38	19	11
	Other	0	0	0	100
	All	32	37	19	12

Table 26

Satisfaction Scale by Gender: Means and Standard Deviations

Group	Mean	Standard Deviation
All Students	14.5	2.4
Male	14.4	2.2
Female	14.6	2.6

Table 27

Student Satisfaction by Race: Mean and Standard Deviation

Group	Mean	Standard Deviation
All	14.5	2.4
American Indian	11	0
Asian or Pacific Islander	17	0
Black, African American	13.5	2.6
Hispanic, Latino	17	0
White	14.7	2.3
Other	17	0

Table 28

Additional Questions: Percentages of Responses

Item	Group			
	All Students	Transfer	Vocational	Unclassifed
1. By what method do you think you learn best?				
lecture	20	20	14	26
discussion	20	22	13	23
audio-visual	7	7	8	4
group problem solving	11	17	6	3
hands on experience	42	34	59	44
2. How satisfied are you with the variety of courses offered at PHCC?				
very well satisfied	14	10	17	21
well satisfied	33	36	32	28
satisfied	36	38	32	38
somewhat satisfied	15	15	17	13
not satisfied	2	1	2	0
3. In comparison to high school, the material covered in classes at PHCC?				
much more in depth	36	31	50	36
somehat more in depth	49	52	40	48
about the same depth as high school	11	12	8	12
less depth than high school	2	2	2	2
not applicable	2	3	0	2
4. How satisfied are you with the financial aid opportunties available at PHCC?				
very well satisfied	22	16	37	23
well satisfied	19	22	17	14
satisfied	34	33	29	43
somewhat satisfied	15	17	12	11
not satisfied	10	12	5	9

Table is continued..

Table 28

Additional Questions: Percentages of Responses

Item	Group			
	All Students	Transfer	Vocational	Unclassifed
5. How satisfied are you with the times classes are offered?				
very well satisfied	15	10	23	19
well satisfied	30	35	25	26
satisfied	33	35	34	29
somewhat satisfied	19	18	15	22
not satisfied	3	2	3	4
6. How satisfied are you with the classroom facilities of the college?				
very well satisfied	17	11	27	21
well satisfied	38	39	31	41
satisfied	35	39	32	31
somewhat satisfied	9	10	10	7
not satisfied	1	1	0	0
7. How satisfied are you with the cleanliness of the college?				
very well satisfied	34	25	40	45
well satisfied	39	45	28	38
satisfied	23	24	32	13
somewhat satisfied	3	6	0	2
not satisfied	1	0	0	2
8. How well satisfied are you with the safety of the campus environment?				
very well satisfied	31	28	36	36
well satisfied	35	38	32	28
satisfied	28	30	24	28
somewhat satisfied	4	3	6	6
not satisfied	2	1	2	2

Table is continued..

Table 28

Additional Questions: Percentages of Responses

Item	Group			
	All Students	Transfer	Vocational	Unclassifed
9. How satisfied are you that PHCC personnel consider the needs of students?				
very well satisfied	15	11	17	22
well satisfied	39	42	40	31
satisfied	33	36	28	31
somewhat satisfied	11	10	11	12
not satisfied	2	1	4	4
10. Which of these courses have you completed?				
College Compostion I	67	82	57	54
College Compostion II	2	3	0	2
Communication Skills I	27	11	40	37
English or American literature	4	4	3	7
11. Which of the following methods helps you most to understand your writing assisgnments and to be able to complete them?				
a student or professional example	24	23	23	27
a textbook or other written example	25	27	27	21
the instructor's lecture	36	32	35	46
a conference with the instructor	9	13	4	6
peer evaluation of your writing	6	5	11	0
12. How well are your English classes preparing you for the academic writing assignments in other classes?				
very well	33	31	31	36
well	45	47	40	47
somewhat	18	17	21	17
have not prepared me	2	3	4	0
I have little writing	2	2	4	0

Table is continued..

Table 28

Additional Questions: Percentages of Responses

Item	Group			
	All Students	Transfer	Vocational	Unclassifed
13. How satisfied are you with the quality of instruction at PHCC?				
very well satisfied	17	13	23	22
well satisfied	44	43	47	45
satisfied	29	34	23	24
somewhat satisfied	9	10	5	9
not satisfied	1	0	2	0
14. How satisfied are you with the instructional materials in your classes?				
very well satisfied	14	10	15	21
well satisfied	43	46	47	36
satisfied	33	34	32	33
somewhat satisfied	9	9	6	10
not satisfied	1	1	0	0
15. How well do you understand your PHCC textbooks?				
very well	17	14	15	24
well	50	51	43	52
fairly well	29	32	34	19
poorly	3	2	6	5
very poorly	1	1	2	0
16. How well satisfied are you with the variety of activities offered outside the classroom?				
very well satisfied	13	8	19	16
well satisfied	23	26	19	21
satisfied	46	45	43	53
somewhat satisfied	13	14	17	8
not satisfied	5	7	2	2

APPENDIX G

Inter-Item Pearson Correlations

Table G1

Course Activities Items

	CLASS1	CLASS2	CLASS3	CLASS4	CLASS5	CLASS6	CLASS7	CLASS8	CLASS9
CLASS2	0.22								
CLASS3	0.22	0.54							
CLASS4	0.28	0.37	0.37						
CLASS5	0.27	0.36	0.27	0.29					
CLASS6	0.65	0.2	0.3	0.38	0.39				
CLASS7	0.28	0.32	0.3	0.48	0.33	0.4			
CLASS8	0.27	0.32	0.35	0.46	0.37	0.36	0.42		
CLASS9	0.33	0.38	0.37	0.41	0.39	0.5	0.37	0.54	
LASS10	0.28	0.32	0.33	0.37	0.39	0.39	0.36	0.44	0.6

Table G2

Library Activities Items

	LIB1	LIB2	LIB3	LIB4	LIB5	LIB5	LIB6
LIB2	0.57						
LIB3	0.44	0.43					
LIB4	0.53	0.47	0.61				
LIB5	0.37	0.32	0.55	0.6			
LIB6	0.39	0.33	0.45	0.53	0.53		
LIB7	0.43	0.55	0.38	0.39	0.25	0.3	

Table G3

Faculty Activities Items

	FAC1	FAC2	FAC3	FAC4	FAC5	FAC6	FAC7
FAC2	0.49						
FAC3	0.35	0.43					
FAC4	0.43	0.39	0.4				
FAC5	0.38	0.42	0.48	0.42			
FAC6	0.42	0.47	0.35	0.41	0.4		
FAC7	0.35	0.49	0.3	0.32	0.46	0.43	
FAC8	0.42	0.44	0.41	0.41	0.49	0.41	0.53

Table G4

Student Acquaintances Activity Items

	STACQ1	STACQ2	STACQ3	STACQ4	STACQ5
STACQ2	0.49				
STACQ3	0.54	0.61			
STACQ4	0.46	0.54	0.62		
STACQ5	0.34	0.43	0.57	0.62	
STACQ6	0.3	0.37	0.38	0.38	0.42

Table G5

Art, Music, and Theater Activity Items

	AMT1	AMT2	AMT3	AMT4	AMT5
AMT2	0.44				
AMT3	0.3	0.49			
AMT4	0.28	0.25	0.36		
AMT5	0.19	0.24	0.39	0.57	
AMT6	0.16	0.28	0.53	0.48	0.65

Table G6

Writing Activities Items

	WRITE1	WRITE2	WRITE3	WRITE4	WRITE5	WRITE6	WRITE7
WRITE2	0.45						
WRITE3	0.49	0.43					
WRITE4	0.34	0.47	0.49				
WRITE5	0.19	0.23	0.16	0.22			
WRITE6	0.33	0.32	0.33	0.41	0.31		
WRITE7	0.38	0.39	0.3	0.36	0.4	0.43	
WRITE8	0.3	0.3	0.25	0.22	0.2	0.45	0.32

Table G7

Science Activities Items

	SC11	SC12	SC13	SC14	SC15	SC16	SC17	SC18
SC12	0.66							
SC13	0.58	0.81						
SC14	0.61	0.78	0.87					
SC15	0.59	0.72	0.75	0.85				
SC16	0.62	0.73	0.73	0.78	0.77			
SC17	0.58	0.5	0.54	0.63	0.67	0.65		
SC18	0.57	0.47	0.5	0.58	0.59	0.56	0.67	
SC19	0.49	0.43	0.48	0.56	0.56	0.53	0.69	0.75

Table G8

Vocational Skills Items

	VOC1	VOC2	VOC3	VOC4	VOC5	VOC6
VOC2	0.85					
VOC3	0.82	0.91				
VOC4	0.7	0.73	0.76			
VOC5	0.77	0.76	0.78	0.74		
VOC6	0.71	0.69	0.71	0.75	0.75	
VOC7	0.69	0.66	0.69	0.73	0.79	0.78

APPENDIX I

QUALITY OF EFFORT SCALES & ESTIMATE OF GAINS ITEMS: CORRELATIONS

Career	QECLASS	QELIB	QEFAC	QESTACQ	QEAMT	QEWRITE	QESCI	QEVOC	QECOUNS
G1	0.39	0.23	0.4	0.24	0.13	0.26	0.14	0.57	0.18
G2	0.35	0.29	0.32	0.26	0.14	0.23	0.26	0.41	0.37
G3	0.28	0.18	0.29	0.25	0.12	0.25	0.18	0.41	0.26
G4	0.46	0.29	0.31	0.27	0.19	0.32	0.26	0.43	0.28
Arts									
G5	0.27	0.36	0.19	0.31	0.58	0.12	0.24	0.2	0.22
G6	0.36	0.34	0.2	0.23	0.2	0.31	0.1	0.25	0.12
Communication									
G7	0.32	0.2	0.19	0.16	0.1	0.33	0.14	0.14	0.09
i8	0.44	0.37	0.36	0.24	0.26	0.34	0.24	0.07	0.27
Math, Science, Tech									
G9	0.23	0.27	0.21	0.2	0.09	0.26	0.18	0.29	0.17
G13	0.25	0.17	0.15	0.21	0.12	0.21	0.26	0.23	0.15
G14	0.27	0.29	0.22	0.31	0.1	0.18	0.55	0.33	0.3
G15	0.46	0.34	0.35	0.3	0.2	0.41	0.3	0.28	0.24
Personal Development									
G10	0.35	0.39	0.28	0.35	0.24	0.22	0.36	0.28	0.3
G11	0.36	0.38	0.28	0.33	0.18	0.3	0.32	0.28	0.25
G12	0.31	0.26	0.26	0.28	0.19	0.35	0.23	0.26	0.26
G16	0.45	0.33	0.31	0.31	0.21	0.4	0.22	0.27	0.2
G22	0.4	0.42	0.33	0.32	0.21	0.36	0.24	0.21	0.27
G23	0.19	0.3	0.17	0.19	0.2	0.2	0.25	0.34	0.17

APPENDIX I

QUALITY OF EFFORT SCALES & ESTIMATE OF GAINS ITEMS: CORRELATIONS

	QECLASS	QELIB	QEFAC	QESTACQ	QEAMT	QEWRITE	QESCI	QEVOC	QECOUNS
Perspectives of World									
G17	0.15	0.18	0.13	0.14	0.18	0.11	0.19	0.18	0.12
G18	0.38	0.34	0.3	0.32	0.21	0.3	0.37	0.41	0.29
G19	0.37	0.4	0.32	0.34	0.16	0.26	0.21	0.33	0.25
G20	0.29	0.34	0.28	0.25	0.26	0.18	0.27	0.21	0.31
G21	0.29	0.4	0.27	0.22	0.19	0.16	0.25	0.25	0.22

APPENDIX H

TABLES RELATED TO ESTIMATE OF GAIN ITEMS AND FACTOR ANALYSIS

Estimate of Gains Items: Inter-Item Pearson Correlation Coefficients

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
2	0.53																					
3	0.44	0.62																				
4	0.48	0.6	0.53																			
5	0.11	0.25	0.19	0.35																		
6	0.26	0.27	0.25	0.39	0.43																	
7	0.16	0.23	0.18	0.26	0.13	0.41																
8	0.36	0.29	0.25	0.41	0.26	0.35	0.37															
9	0.36	0.33	0.29	0.4	0.14	0.13	0.17	0.29														
10	0.3	0.43	0.29	0.5	0.32	0.41	0.21	0.45	0.33													
11	0.31	0.43	0.37	0.41	0.23	0.33	0.24	0.34	0.25	0.59												
12	0.32	0.46	0.49	0.5	0.25	0.4	0.24	0.35	0.28	0.44	0.69											
13	0.26	0.26	0.19	0.26	0.1	0.12	0.27	0.27	0.24	0.27	0.27	0.14										
14	0.26	0.35	0.34	0.31	0.15	0.25	0.28	0.29	0.27	0.38	0.4	0.37	0.42									
15	0.36	0.43	0.44	0.48	0.21	0.37	0.37	0.45	0.24	0.49	0.52	0.52	0.4	0.49								
16	0.38	0.41	0.37	0.48	0.23	0.4	0.4	0.48	0.31	0.47	0.51	0.53	0.31	0.37	0.58							
17	0.17	0.18	0.2	0.1	0.25	0.17	0.09	0.2	0.13	0.21	0.22	0.15	0.2	0.23	0.19	0.21						
18	0.34	0.38	0.38	0.41	0.35	0.32	0.23	0.34	0.32	0.44	0.4	0.39	0.26	0.44	0.48	0.47	0.38					
19	0.29	0.29	0.29	0.4	0.26	0.3	0.3	0.29	0.27	0.43	0.44	0.33	0.26	0.3	0.35	0.35	0.24	0.45				
20	0.24	0.24	0.26	0.3	0.36	0.32	0.25	0.28	0.25	0.46	0.38	0.3	0.24	0.33	0.35	0.36	0.28	0.49	0.52			
21	0.23	0.29	0.23	0.25	0.31	0.29	0.21	0.23	0.23	0.48	0.37	0.29	0.14	0.33	0.35	0.31	0.3	0.4	0.43	0.59		
22	0.26	0.44	0.33	0.45	0.29	0.36	0.25	0.37	0.22	0.53	0.56	0.52	0.28	0.32	0.49	0.49	0.22	0.47	0.41	0.43	0.47	
23	0.22	0.28	0.16	0.26	0.24	0.16	0.13	0.31	0.24	0.36	0.29	0.32	0.22	0.32	0.31	0.35	0.24	0.43	0.34	0.42	0.44	0.5